GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 05/18/2021

GCCCD Governing Board Approval: 06/15/2021

# HISTORY 135 – ANCIENT HISTORY OF WESTERN CIVILIZATION

1. Course Number Course Title Semester Units

HIST 135 Ancient History of Western Civilization 3

Semester Hours

3 hours lecture 48-54 total hours 96-108 outside-of-class hours 144-162 total hours

2. Course Prerequisites

None

Corequisite

None

Recommended Preparation

None

3. Catalog Description

A historical survey tracing the political, social, intellectual and cultural events of the ancient civilizations within the Near East and Mediterranean basin from 3500 B.C.E. to 500 C.E. This course will focus on the contributions and achievements of civilizations within Mesopotamia, Egypt, Persia, Asia Minor, the Levant, Crete, Greece, North Africa, and Rome and their significance in shaping Western Civilization. Further emphasis will be placed upon their political systems, religion, philosophy, science/technology, laws, role of women, and arts/literature.

4. Course Objectives

The student will:

1. Describe events and the characteristics of the ancient western world within its appropriate geographical and chronological setting.
2. Compare the interactive political, social and cultural forces which shape and distinguish ancient western civilizations.
3. Distinguish features among the ancient western world’s major ideas, institutions and economic systems.
4. Evaluate the literature, art and cultural traditions of the ancient western world.
5. Interpret the role of technology and significant inventions in shaping the evolution of the ancient western world.
6. Apply the concept of cause and effect in history to such problems as the fall of civilizations.

g. Think critically on such important historical problems as the place of slavery in ancient society and economics.

h. Develop an understanding of the evolution of democracy in ancient Greece and its important limitations, especially as they apply to women and slaves.

i. Demonstrate an appreciation for the interaction of ideas and history in both the religious and secular aspects of the ancient western world.

j. Integrate knowledge and understanding of ancient civilizations with general education courses in such disciplines as art, music, geography and literature.

1. Appraise primary documents from the ancient western world with a critical and inquiring mind.
2. Analyze and interpret maps, historical data and charts.
3. Compose written assignments reflecting insightful understanding of historical forces, people and events.
4. Analyze historical sources to formulate a purposeful historical thesis and support the thesis with evidence.

5. Instructional Facilities

Standard Classroom

6. Special Materials Required of Student

None

7. Course Content

Within the broad historical sweep of Ancient Civilizations of the Near Eastern and Mediterranean World, analysis of the following major topics and sub-topics may include but are not limited to:

a. Major Civilizations of the Ancient Near East

1) Mesopotamia

2) Sumerian Civilization

3) Akkadian Empire

4) Babylonians

5) Ancient Egypt – Old, Middle and New Kingdoms

6) Hittites

7) Lydians

8) Assyrians

9) Canaanites

10) Philistines

11) Hebrews/Israelites

12) Phoenicians

13) Neo Babylonians/Chaldeans

14) Persians

b. Major Civilizations of the Mediterranean Basin

1) Minoans

2) Mycenaeans

3) Greeks – pre and classical Greece

4) Greek Spartans and Athenians

5) Macedonians

6) Carthaginians

7) Italian Peoples – Etruscans, Sabines, Samnites

8) Romans

9) Hellenistic Kingdoms

10) Parthian Kingdom

c. Political Structures

1) Emperors/Imperial Rule

2) Bureaucrats/Government Officials

3) Decentralized, City-States

4) Aristocratic Clans

5) Political Influence of Women

6) Ministers - Court Officials, Priests

7) Warlords

8) Kingdoms, Nations

9) Tribal Systems

10) Legal Systems

d. Societal Structures

1) Women and Gender

2) Aristocratic Courts

3) Peasantry/Villagers

4) Urban/City Dwellers

5) Merchants/Traders

6) Warrior Class

7) Family Dynamics

8) Ethnic Groups

9) Class Divisions

e. Philosophies and Religion

1) Polytheistic Faiths

2) Animism

3) Cults/Mystery Religions

4) Zoroastrianism

5) Judaism

6) Myths and Gods

7) Greek and Roman Religions

8) Greek Philosophy

9) Hellenistic Philosophy

10) Christianity

f. Artistic/Literary/Cultural Achievements

1) Literature – epic poetry, drama, historical writing

2) Visual Arts – paintings, sculpture, crafts

3) Architecture – temples, monuments, tombs, pyramids, public works

4) Theatre – Greek and Roman

5) Spectacle Sports

6) Music

g. Scientific/Technological Achievements

1) Astronomy/Calendar Systems

2) Early Forms of Writing

3) Medicine

4) Inventions

5) Engineering and Construction

6) Technological Changes in Warfare

7) Maritime Capabilities

8. Method of Instruction

a. Lecture

b. Discussion and interpretation of primary documents and/or historical topics.

c. Study guides or examination reviews

d. Multi-media presentations

e. Visual aids, such as PowerPoint slides, transparencies, video/DVDs, etc.

f. Internet websites

g. Guest speakers

h. Collaborative projects

i. Library resources: books, periodicals, databases, reference works, and internet resources

pertaining to Ancient Civilizations.

9. Methods of Evaluating Student Performance

a. Objective tests involving true or false questions, multiple choice, or multiple answer, mapping, or sequencing, which build on knowledge over modules.

b. Quizzes that assess module mastery and SLOs via multiple choice, multiple answer, t/f, sequencing, mapping, or short lists.

c. Oral and written reports on course material involving the use of primary and secondary source material to analyze topics, discuss cause and consequences, and demonstrate course level knowledge of relevant events and people.

d. Written essays based on prompts requirement students to discuss historical events in context, with reference to relevant individuals and case and consequences.

e. Group/Discussion activities involving the analysis of primary and secondary sources related to course material with an eye towards recognizing bias and presentism.

f. Research papers (6-8 pages minimum, 600 word minimum) on significant events, people, concepts, or socio-cultural developments understood within their historical context and demonstrating knowledge of changes over time and consequences.

g. Midterm and final exam with a strong writing (essay) component to assess students’ critical thinking skills as well as the course content. Other types of questions might include multiple choice, multiple answer, listing, defining, mapping, sequences, true/false, and short answer.

10. Outside Class Assignments

a. Prepare for an in-class essay of minimum 600 words about Hammurabi’s Law Code by creating answers to sample essay questions, one of which will be asked in class. Preparation will involve reviewing evidence from lecture, discussions, readings and any supplemental materials to formulate a thesis in answer to the questions.

b. Prepare a research assignment outside of class, comparing and contrasting Greek and Roman aristocratic women, utilizing evidence from lecture, discussions, readings and any supplemental materials.

c. Conduct focused independent research and write a 6-8 page paper (minimum 600 words) on a famous ancient military battle of the student’s individual choice. The paper must demonstrate how their subjects relate provide key turning points or significance in the development of the western ancient world.

d. Prepare for group discussions about the Persian Empire with each group focusing upon noted leaders, governance systems and military strength, utilizing evidence from course materials and independent research.

e. Library and internet research with multiple sources, websites.

f. Take-home exams.

11. Representative Texts

a. Representative Text(s):

1. Winks, Robin W. and Mattern-Parkes, Susan P. *The Ancient Mediterranean World: From the Stone Age to A.D. 600*. Oxford, UK: Oxford University Press, 2004.
2. Golden, Jonathan M. *Ancient Canaan and Israel: An Introduction.* Oxford, UK: Oxford University Press, 2009.
3. Woolf, Greg. *Rome: An Empire’s Story*. Oxford, UK: Oxford University Press, 2012.
4. Dignas, Beate and Smith, R.R.R., eds. *Historical and Religious Memory in the Ancient World.* Oxford, UK: Oxford University Press, 2012.
5. Dunstan, William E. Ancient Rome. Lanham, MD, Rowman and Littlefield, 2011.
6. Bailkey, Neils M. and Lim, Richard. *Readings in Ancient History: Thought and Experience from Gilgamesh to St. Augustine*. Boston, MA: Wadsworth, 2011.
7. Freeman, Charles. *Egypt, Greece and Rome: Civilizations of the Ancient Mediterranean*. 3rd edition. Oxford, UK: Oxford University Press, 2014.
8. Neagle, Brendan and Burstein, Stanley M. *The Ancient World: Readings in Social and Cultural History*. 4th ed. Upper Saddle River, NJ: Pearson, 2009.
9. Van De Mieroop, Marc. *A History of the Ancient Near East, ca. 3000-323 B.C*. 3rd ed. Malden, MA: Blackwell Publishing, 2016.
10. Pomeroy, Sarah B., et. al. *Ancient Greece: A Political, Social and Cultural History*. 4th ed. New York: Oxford University Press, 2018.
11. Mathisen, Ralph W. Ancient Roman Civilization: History and Sources: 753 BCE to 640 CE. Oxford: Oxford University Press, 2018.
12. Mathisen, Ralph W. Ancient Mediterranean Civilizations: From Prehistory to 640 CE. Third Edition. Oxford: Oxford University Press, 2020.
13. Rea, Jennifer A. Perpetua's Journey: Faith, Gender, and Power in the Roman Empire. Oxford: Oxford University Press, 2017.
14. *Merriam- Webster Advanced Learner’s English Dictionary*. 9th Ed. 2016.

b. Supplementary texts and workbooks:

None

Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

a. Analyze primary and secondary sources and explain how they support a thesis statement

b. Explain relationships between the causes of historical events and their effects.

c. Describe a relevant individual involved in an historical event and explain his/her significance in this event.